

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Practicing Positive Character Traits

Practical Problem

What should be done about positive character traits?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Background Information for this Lesson

Career and Family Leadership, Content Module 1.

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

B.2 Demonstrate positive character traits (Comprehension)

Missouri Show-Me Goals/Standards Addressed

4.4 Recognize and practice honesty and integrity in academic work and in the work place.

National Family and Consumer Sciences Standards Addressed

13.3.1 Analyze personal needs and characteristics and their impact on relationships. Examine the impact of personal characteristics on relationships.

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Describe positive character traits in others. (Knowledge)
2. Classify positive character traits in community members to the 6 pillars of character (Comprehension)
3. Illustrate each of the six pillars of character being positively used by writing a skit. (Comprehension)

Instructional Strategies

1. Describe positive character traits in others. (Application)
Using "The Six Pillars of Character" handout, pp. 61 (*Career and Family Leadership*),
Identify three positive character traits in each of 3 other people (classmates).

Working cooperatively put ½ of students in outside circle ½ of students inside circle. Pair up and share the identify of your three other people then rotate two to left, identify again, rotate two to left identify again. Share as identified with the person. Take three sheets of

paper and write down characteristics identified for each person and give to them.
(Communication)

Questions for Discussion/Formative Assessment

1. *Did you agree with others identification of your character traits? Why or why not?*
2. *How will these traits affect others?*
3. *How can you build other traits?*

2. Classify positive character traits in community members to the 6 pillars of character
(Comprehension)

Using a graphic organizer and cooperative group's select one person from the community for each member in your group. Using the six pillars of character identify the community persons name, character trait they exhibit and evidence of that trait (*How do you know they have that trait?*) in the organizer. (Critical thinking, communication)

Community Person	Trait	Evidence

Questions for Discussion/Formative Assessment:

1. *How did you use critical thinking in identifying community members and the characteristic they exhibit from the six pillars of character?*
2. *How does that person communicate that characteristic?*
3. *What other people in community show positive traits?*
4. *How can you show people that you appreciate the positive characteristic they show?*
5. *Which of these traits do you display? What evidence do you have that you exhibit this characteristic?*

3. Illustrate each of the six pillars of character being positively used by writing a skit.
(Comprehension)

Form groups of three to write a skit that includes all six pillars of character. As you write the skit think about how you will have the characters communicate (words, actions, deeds, verbal, non-verbal) each character trait. (Communication)
Practice the skit and give skit in class.

Questions for Discussion/Formative Assessment:

1. *How can you keep looking for positive instead of negative traits?*
2. *What can you do to reward people for being positive and good role models?*
3. *What did you do to help communicate each pillar of character in your skit?*

Assessments:

Paper/Pencil:

1. List two character traits others said you had and explain how each character trait can affect others. (Knowledge, Comprehension)
2. Interpret the information on the graphic organizer developed in Instructional Strategy #2 showing people of the community and what their positive character traits are.
(Comprehension)

Application to Real Life Setting:

1. Students develop a scoring guide and evaluate the skit developed in Instructional Strategy #3. (Application)

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

“Who Am I?” (Personal characteristics)

Practical Problem

How are character traits used to build personal growth?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Power of One*. Reston, VA: 2002.
or choose module video clip of TV show character.

Background Information for this Lesson

Career and Family Leadership, Content Module 1

External Alignment

Program Goal Addressed

(Use this area to identify how your program goals link to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

B.2 Demonstrate positive character traits (Comprehension)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and relationships in information, ideas, and structures.
SS6 Relationships of the individuals and groups to institutions and cultural traditions

National Family and Consumer Sciences Standards Addressed

13.2.1 Examine the impact of personal characteristics on relationships

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. List personal characteristics. (Knowledge)
2. Identify personal characteristics. (Application)
3. Explain the effects of personal characteristics in relationships. (Comprehension)

Instructional Strategies

1. List Personal Characteristics (Knowledge)

On a think pad, each table of students should brainstorm a list of personal characteristics by using round table and each student using different color ink. Compile a classroom list (on marker board) with each color from each table contributing. Classify the characteristics in the Six Pillars of Character p. 61 (*Family and Career Leadership Guide*)(Communication)

Questions for Discussion/Formative Assessment:

1. *How difficult was it to identify personal characteristics?*
2. *Why was it difficult or easy?*
3. *How difficult would it be to identify characteristics of others in the class/community?*
4. *How do people communicate the different characteristics?*

2. Identify Personal Characteristics (Application)

Each student will get a flat cube and be instructed to write personal outside characteristics on one side and personal inside characteristics on the other side. Students will then fold and tape cube so inside characteristics are on the inside, etc. (Could use paper doll of boy/girl)

Questions for Discussion/Formative Assessment:

1. *How does the cube help to form a visual picture of your personal characteristics?*
2. *How do your inside and outside characteristics differ/be the same?*

3. Objective: Explain the effects of personal characteristics in relationships. (Comprehension)
Show clips of a TV character – discuss their characteristics. Discuss personal characteristics of characters in TV shows and the affect of these characteristics on their relationships. (Communication) (Problem-Solving)

Questions for Discussion/Formative Assessment:

1. *Which personal characteristics affect your relationships with others?*
2. *How do you communicate these personal characteristics?*
3. *What can you do to promote your positive personal characteristics?*
4. *What can you do to change personal characteristics that have a negative affect on relationships?*

Questions for Discussion/Formative Assessment

1. *What are personal characteristics?*
2. *How do personal characteristics affect relationships?*
3. *How do my personal characteristics affect my relationships with my friends and family?*
4. *How can I use this information to strengthen my relationships?*

Assessments

Pencil/Paper:

1. Using “The Six Pillars of Character” from Instructional Strategy #1 place a check by the characteristics you have. Explain in writing how you communicate each characteristic that you checked and the affect that characteristic has on your relationship with others. (Comprehension) (Knowledge)

Application to Real Life:

1. Plan and implement a Family, Career and Community Leaders of America, Power of One/A Better You project. Use this project to improve yourself and strengthen your relationships with other people. Use Power of One resource materials to assess the project. (Problem Solving, Management, Communication, Leadership)